Appendix table 7-17.
General attitudes toward science and technology: 1999 and 2001
(Means)

Characteristic	1999			2001		
	P[a]	R[b]	P/R	P[a]	R[b]	P/R
All adults	66	45	1.46	60	47	1.30
Male	66	44	1.50	61	45	1.36
Female	64	48	1.35	57	48	1.18
Formal education						
Less than high school	63	51	1.23	57	54	1.06
High school graduate	65	46	1.40	60	47	1.28
Baccalaureate	68	39	1.74	63	40	1.55
Graduate/professional	69	38	1.80	65	39	1.65
Science/mathematics education[c]						
Low	63	49	1.29	59	50	1.18
Middle	66	44	1.50	61	45	1.36
High	69	38	1.80	64	40	1.60
Attentiveness to science and technology[d]						
Attentive public	69	40	1.72	65	41	1.58
Interested public	67	44	1.52	62	45	1.37
Residual public	62	49	1.26	58	49	1.17

P = promise of science and technology; R = reservations about science and technology; P/R = ratio of Promise Index to Reservation Index.

[a]The Index of Scientific Promise includes responses to the following statements:

I would like to read you some statements like those you might find in a newspaper or magazine article. For each statement, please tell me if you generally agree or disagree. If you feel especially strongly about a statement, please tell me that you strongly agree or disagree.

—Science and technology are making our lives healthier, easier, and more comfortable.

—Most scientists want to work on things that will make life better for the average person.

—With the application of science and new technology, work will become more interesting.

—Because of science and technology, there will be more opportunities for the next generation.

[b]The Index of Scientific Reservation includes responses to the following statements:

I would like to read you some statements like those you might find in a newspaper or magazine article. For each statement, please tell me if you generally agree or disagree. If you feel especially strongly about a statement, please tell me that you strongly agree or strongly disagree.

—We depend too much on science and not enough on faith.

—It is not important for me to know about science in my daily life.

—Science makes our way of life change too fast.

[c]Respondents were classified as having a "high" level of science/mathematics education if they took nine or more high school and college science/mathematics courses. They were classified as "middle" if they took six to eight such courses and "low" if they took five or fewer.

[d]To be classified as attentive to a given policy area, an individual must indicate that he or she is "very interested" in that issue, is "very well informed" about it, and is a regular reader of a daily newspaper or relevant national magazine. Individuals who report that they are "very interested" in an issue but do not think that they are "very well informed" about it are classified as the "interested public." All other individuals are classified as members of the "residual public" for that issue. The attentive public for science and technology combines the attentive public for new scientific discoveries and the attentive public for new inventions and technologies. Any individual who is not attentive to either of those issues but who is a member of the interested public for at least one of those issues is classified as a member of the interested public for science and technology. All other individuals are classified as members of the residual public for science and technology.

NOTES: The Index of Scientific Promise and the Index of Scientific Reservation are factor scores converted to a 0–100 scale. A factor analysis verified the existence of a two-factor structure. The lowest possible factor score (strong disagreement with all of the items) was set to 0, and the highest possible factor score (strong agreement with all of the items) was set to 100. All factor scores between the highest and the lowest were placed on the 0–100 scale accordingly.

SOURCE: National Science Foundation, Division of Science Resources Statistics (NSF/SRS), NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, various years.